

College of Psychology and Liberal Arts

Proposed Revisions of Faculty Handbook 10/2/18

http://www.fit.edu/registrar/faculty-handbook.php#policy_5719

FH Appendix 5: Promotion and Tenure Guidelines: College of Psychology and Liberal Arts

Reviewed and approved by the Vice President for Academic Affairs, 1/8/2015

Note: added Faculty Review Guidelines and evaluation form, 1/8/15

Note: edited by Chief Operating Officer (formerly titled 'Provost') for title updates: 7/4/11

Note: edited by Provost for currency: 3/31/05

These guidelines provide a basis for judgment in evaluating and rewarding meritorious performance of faculty in Florida Institute of Technology's College of Psychology and Liberal Arts. Promotion and tenure are an acknowledgement of a faculty member's achievements in the areas of teaching/supervision, research/scholarship, and service/administration.

Promotion and Tenure Procedures

Faculty Handbook (FH) 2.8 Tenure Policies and Procedures details the procedures that candidates, academic unit heads, promotion committees, and deans must follow. Collection of documentation for the dossier is the responsibility of the candidate going up for promotion and tenure. The dossier must follow the same organization and use the same headings and sub-headings as those that are listed in FH Appendix 1.

Appointment as Assistant Professor

Appointment as an assistant professor is based on a candidate's potential to teach effectively, develop a meaningful research/scholarship program, and contribute service to the program, school, college, and university. Potential is determined typically through the examination of a curriculum vitae, letters of recommendation, an invited interview, and a research presentation or seminar.

Promotion and Tenure Eligibility

Associate Professor with Tenure

A candidate will be considered for promotion to associate professor with tenure in his/her sixth year in rank as an assistant professor. Procedures involving extensions to the probationary period for a pre-tenured faculty member are identified in Section 2.1.2.3 of FH 2.8 Tenure Policies and Procedures.

Promotion of candidates to associate professor and the granting of tenure are based on the fulfillment of potential in teaching/supervision, research/scholarship, and service/administration.

Teaching/supervision performance of high quality is expected of all faculty, and such performance is evaluated on the basis of current and former student evaluations, peer evaluations, and the demonstration of effective and innovative teaching. The candidate must provide sufficient documentation to support his/her candidacy for promotion and tenure.

Candidates for promotion and tenure must evidence a meaningful program of research/scholarship and record of academic achievement. Candidates are expected to demonstrate that they will be able to establish national and international reputations in their fields and continue to be productive researchers and scholars. The "Promotion Criteria" section below details the types of research/scholarship considered for promotion and tenure to be submitted for review. The candidate's research/scholarship program is evaluated by the committee and at least three associate or full professors in the candidate's area of specialization.

Service/administration is a category that includes a faculty member's contributions to the program, school, college, university, and profession. Qualification in university and professional service is based on letters from administrators, supervisors, and colleagues in those endeavors and other documentation of activity. For faculty members with administrative roles as part of their workload, those contributions are represented within this category.

Professor

A candidate can be considered for promotion to professor in his/her sixth year in rank as an associate professor. There is no maximum time limit.

Promotion to professor is based on a record of academic achievement and the establishment of a university-wide and national or international reputation for research/scholarship.

The criterion elements for promotion to professor are the same as those for promotion to associate professor. However, the requirements within these criteria are more extensive for promotion to professor, and letters will be solicited from at least five full professors who are well-established in the candidate's area of specialization.

Promotion and Tenure Criteria

The three areas in which a candidate is evaluated for promotion and tenure are teaching/supervision, research/scholarship, and service/administration. Each area represents an important measure of a faculty member's performance. As merit in individual areas is evaluated in relation to the candidate's official roles and responsibilities, the weight of the individual categories may vary.

The criteria for promotion and tenure are described below. These criteria set minimum thresholds for promotion and tenure eligibility and the CoPLA promotion committee will use these criteria in making a promotion and tenure recommendation to the dean. Faculty who meet these criteria may be considered for promotion and tenure, but candidates are encouraged to exceed the minimum standards to make a stronger case for promotion and tenure. The lists of general categories for consideration and sources for

evaluation in the three areas are not all-inclusive, and candidates are encouraged to highlight all relevant contributions in the dossier.

Promotion to Associate Professor with Tenure

Teaching/Supervision

Candidates seeking promotion to associate professor with tenure must demonstrate a record of achievement in teaching. The candidate's narrative should characterize his/her teaching philosophy and contributions to the program, school, college, and university. Candidates should identify courses that they created and/or taught and discuss curriculum development, supervision of graduate and undergraduate students, and advising as well as other types of contributions to teaching, including the development of pedagogical tools or methods.

Supporting evidence for teaching includes the following:

- Student Evaluation of Faculty Teaching
- Peer Evaluation of Faculty Teaching
- Student Evaluation of Student Supervision/Training (including Clinical Supervision)
- Formal Recognition of Distinction in Teaching
- External Evaluation of Teaching Effectiveness
- Course Administration/Coordination
- Academic Unit Head's Appraisal of Candidate's Teaching Ability

Student Evaluation of Faculty Teaching

A candidate will submit his/her end of course evaluations for all of his/her courses and/or supervision units from the past two years and provide a statistical summary for all of his/her courses and/or supervision units at his/her current rank.

Peer Evaluation of Faculty Teaching

The academic unit head (or designee) is responsible for assigning two senior faculty members to conduct individual peer appraisals of the candidate's teaching activities. A candidate must have at least two peer appraisals conducted by senior faculty during the pre-tenure period before going up for promotion to associate professor and tenure. Evaluation of teaching activities may be done by the academic unit head, program chair, or by other senior faculty members who are recognized as excellent teachers. Individuals outside the academic unit may also be enlisted. Scheduling of observations should be arranged with the candidate in advance.

These peer evaluations should, at a minimum, specifically address and provide relevant examples of the candidate's ability to present course content and/or skills to students, integration of topics, structure of the teaching session, and congruence between course goals and accomplishments.

An important part of peer review is the evaluation of instructional materials prepared by the candidate.

General categories for consideration and sources for evaluation:

- Strong teaching/supervision record in classroom/online teaching and research supervision
 - Current student evaluations
 - Former student evaluations
 - Peer evaluations
- Developed and introduced innovative pedagogical techniques
 - Commentary from peers and students
 - Syllabi and representative lesson plans/assignments
- Introduced new courses into the curriculum, developed new academic programs or made significant modifications to existing academic programs at the undergraduate or graduate level, or contributed to development of university assessment measures
 - Syllabi, program descriptions, assessment measures, and commentary from peers and program chairs
- Received funding from outside agencies or foundations for curriculum development, enhancing teaching laboratories, etc.
 - Documentation of awards
- Published or made significant contributions to textbooks in his/her field or published articles/essays on pedagogy
 - Excerpts from textbooks
 - Articles/essays
- Development of teaching manual, study guide, workbook, etc.

Threshold criteria for promotion to associate professor with tenure:

- Successful candidates will have the majority of evaluative ratings (two-thirds or more) in the good to excellent categories. Candidates must also demonstrate achievements across the categories listed above.

Research/Scholarship

Candidates must demonstrate a record of academic achievement in their fields and promise of continued growth and productivity. It is expected that assistant professors will develop the foundation of their scholarly programs during their minimum five years in rank. Promotion to associate professor

and the granting of tenure recognize the promise of an active and vigorous research agenda and output. The candidate should demonstrate a line of thematic or programmatic research and not simply a number of unrelated studies, presentations, and publications. Hence, in addition to the demonstration of activity listed below, a characterization of the programmatic quality and overall contribution to the scholarly field is expected from the candidate's narrative and external references. Where available, formal measures of the candidate's scholarly work (e.g., h-index from Google Scholar, ResearchGate Score, journal impact factor, and Social Sciences Citation Index), published reviews of the candidate's scholarly work, and assessments of the quality and reputation of the journals and/or publishers should also be provided by the candidate and external references. Sources for evaluation include copies of articles and essays, tables of contents, award letters, etc.

General categories of scholarship for consideration:

- Scholarly books in field
- Editor of book series or book collection
- Refereed articles (print and online): these must be published in a journal that requires peer-review prior to publication
- Book chapters
- Publications with students as coauthors
- Funded grants or contract support for research from federal, state, or private sources
- Awards for scholarly activities from university or regional, national, or international organizations
- Editor or associate/assistant editor of professional journal in field
- Journal editorial board member
- Development of assessment instruments
- Computer software
- Recordings as primary performer or composer
- Published musical compositions
- Invited presentations at regional, national, or international conferences
- Conference presentations with students as coauthors
- Article- or abstract-reviewed presentations at regional, national, or international conferences
- Invited presenter, conductor, or performer at regional, national, or international venues

- Non-refereed publications and public scholarship
- Reviewer of books or journal articles
- Served as session organizer/chair at regional, national, or international conferences

Threshold criteria for promotion to associate professor with tenure:

- Refereed articles or book chapters: **at least five** wherein the candidate is a major contributor, published in high-quality journals or books as evaluated by the committee and outside reviewers. With multiple-authored texts, candidates should represent their levels of contribution and indicate the significance, if any, of their positions in the author lists.
- Article- or abstract-reviewed presentations at regional, national, or international conferences: **at least five** wherein the candidate is a major contributor
- A published monograph (full-length book) can substitute for two journal articles.
- Funded large grant application (e.g., an RO1 federal grant) can substitute for two publications.
- Submission of a large grant application (e.g., an RO1 federal grant) can substitute for one publication.
- Candidates with published monographs and/or large grant applications must also have published **at least three** refereed articles or book chapters.
- The above scholarship must be published (or submitted, for the grant) during the candidate's time in rank. However, candidates may represent their entire bodies of work as relevant to demonstrating the establishment and sustainment of a solid research program.

Activity in these additional areas may make a stronger case for promotion:

- Additional scholarly books (monographs, edited essay collections, or textbooks) in field
- Funded grants or contract support for research from federal, state, or private sources
- Awards for scholarly activities from university or regional, national, or international organizations
- Editorial board member or editor for professional journal in field

Service/Administration

Service activities include but are not limited to the following: committee work for the program, school, college, or university; student advising; faculty mentoring; coordinating programs linking student or faculty expertise to opportunities outside the university; and service to the faculty member's discipline through involvement in professional organizations and conferences. Contributions in administrative/leadership roles are considered for tenure and promotion to associate professor

although it is recommended that tenure-track faculty delay taking on administrative positions until after they have received tenure and promotion to associate professor.

Service should reflect continued/consistent growth and development, progressing each year under review. For example, short-term committee membership or membership on committees that have little responsibility should be offset with added responsibilities/roles in other committees or evidence of new initiatives on the existing committees.

General categories of service for consideration:

- Program
- School
- College
- University
- Professional organizations (regional, national, or international)

General categories of administration for consideration include but are not limited to the following:

- Program chair
- Academic unit head
- Center/institute director
- Assistant/associate dean

Sources of evaluation of administration should include a list of activities and accomplishments while serving in administrative roles, which can be documented through letters, memos, catalog entries, contracts, or other relevant evidence. Candidates should also submit letters from their supervisors outlining and evaluating their performance and contributions to the university.

Threshold criteria for promotion to associate professor with tenure and sources for evaluation:

- Membership on **at least two** committees at the program, school, college, or university levels
 - Letters/emails of appointment/election
- Membership on **at least two** capstone, thesis, or dissertation committees. For graduate faculty affiliated with a graduate program, chair **at least one** master's or doctoral committee. Candidates may document chairing an undergraduate or graduate thesis or doctoral committee in the teaching section.
 - List of students and type of committee with year and committee role (i.e., chair or internal/external member)

- Service involvement in a professional organization for **at least three** years prior to promotion.
 - List of service activities/organizations/years. (Examples include the following: paper reviewer for professional association conference; conference organizer; committee member; conference panel moderator [note, discussant can be listed under scholarship]; leadership position in professional organization)
 - Thank you letters/emails for service (specific)
 - Published lists of reviewers, committee members, or organizers
 - Copies of relevant portions of conference programs

Activity in these additional areas may make a stronger case for promotion:

- Student organization advisor
- Student recruitment/marketing efforts
 - Evidence of meetings or presentations to student groups, developing or coordinating social media campaigns
- Newsletter editor or contributor (for school, college, university, professional, or community organization)
- Community service (volunteer activities, board membership, or service learning activities in courses)
- Appointment to state or federal advisory committees

Promotion to Professor

Teaching/Supervision

Candidates seeking promotion to professor must demonstrate a record of achievement in teaching. The candidate's narrative should characterize his/her teaching philosophy and contributions in teaching to the program, school, college, and university. Candidates should identify courses that they created and/or taught and discuss curriculum development, supervision of graduate and undergraduate students, and advising as well as other types of contributions to teaching, including the development of pedagogical tools or methods.

Supporting evidence for teaching includes the following:

- Student Evaluation of Faculty Teaching
- Peer Evaluation of Faculty Teaching
- Student Evaluation of Student Supervision/Training (including Clinical Supervision)
- Formal Recognition of Distinction in Teaching

- External Evaluation of Teaching Effectiveness
- Course Administration/Coordination
- Academic Unit Head's Appraisal of Candidate's Teaching Ability

Student Evaluation of Faculty Teaching

A candidate will submit his/her end of course evaluations for all of his/her courses and/or supervision units from the past two years and provide a statistical summary for all of his/her courses and/or supervision units at his/her current rank.

Peer Evaluation of Faculty Teaching

The academic unit head (or designee) is responsible for assigning two senior faculty members to conduct individual peer appraisals of the candidate's teaching activities. A candidate must have at least two peer appraisals conducted by senior faculty during his/her time at rank of associate professor before going up for promotion to professor. Evaluation of teaching activities may be done by the academic unit head, program chair, or by other senior faculty members who are recognized as excellent teachers. Individuals outside the academic unit may also be enlisted. Scheduling of observations should be arranged with the candidate in advance.

These peer evaluations should, at a minimum, specifically address and provide relevant examples of the candidate's ability to present course content and/or skills to students, integration of topics, structure of the teaching session, and congruence between course goals and accomplishments.

An important part of peer review is evaluation of instructional materials prepared by the candidate.

General categories for consideration and sources for evaluation:

- Strong teaching/supervision record in classroom/online teaching and research supervision
 - Current student evaluations
 - Former student evaluations
 - Peer evaluations
- Developed and introduced innovative pedagogical techniques
 - Commentary from peers and students
 - Syllabi and representative lesson plans/assignments
- Introduced new courses into the curriculum, developed new academic programs or made significant modifications to existing academic programs at the undergraduate or graduate level, or contributed to development of university assessment measures

- Syllabi, program descriptions, assessment measures, and commentary from peers and program chairs
- Received funding from outside agencies or foundations for curriculum development, enhancing teaching laboratories, etc.
 - Documentation of awards
- Published or made significant contributions to textbooks in his/her field or published articles/essays on pedagogy
 - Excerpts from textbooks
 - Articles/essays
- Development of teaching manual, study guide, workbook, etc.

Threshold criteria for promotion to professor:

- Successful candidates will have the majority of evaluative ratings (two-thirds or more) in the good to excellent categories. Candidates must also demonstrate achievements across the categories listed above. It is expected that associate professors have made significant contributions to their programs at this stage in their careers.

Research/Scholarship

Candidates must demonstrate an ongoing record of academic achievement and establishment of national or international reputation in their fields. It is expected that associate professors will solidify their scholarly programs during their minimum five years in rank. Promotion to professor recognizes an active and vigorous research agenda and output. The candidate should have established a line of thematic or programmatic research and not simply a number of unrelated studies, presentations, and publications. Hence, in addition to the demonstration of activity listed below, a characterization of the programmatic quality and overall contribution to the scholarly field is expected from the candidate's narrative and external references. Where available, formal measures of the candidate's scholarly work (e.g., h-index from Google Scholar, ResearchGate Score, journal impact factor, and Social Sciences Citation Index), published reviews of the candidate's scholarly work, and assessments of the quality and reputation of the journals/publishers should also be provided by the candidate and external references. Sources for evaluation include copies of articles and essays, tables of contents, award letters, etc.

General categories of scholarship for consideration:

- Scholarly books in field
- Editor of book series or book collection

- Refereed articles (print and online): these must be published in a journal that requires peer-review prior to publication
- Book chapters
- Publications with students as coauthors
- Funded grants or contract support for research from federal, state, or private sources
- Awards for scholarly activities from university or regional, national, or international organizations
- Editor or associate/assistant editor of professional journal in field
- Journal editorial board member
- Development of assessment instruments
- Computer software
- Recordings as primary performer or composer
- Published musical compositions
- Invited presentations at regional, national, or international conferences
- Article- or abstract-reviewed presentations at regional, national, or international conferences
- Invited presenter, conductor, or performer at regional, national, or international venues
- Conference presentations with students as coauthors
- Non-refereed publications
- Reviewer of books or journal articles
- Served as session organizer/chair at regional, national, or international conferences

Threshold criteria for promotion to professor:

- Refereed articles or book chapters: **at least seven** wherein the candidate is a major contributor, published in high-quality journals or books as evaluated by the committee and outside reviewers. With multiple-authored texts, candidates should represent their levels of contribution and indicate the significance, if any, of their positions in the author lists.
- Article- or abstract-reviewed presentations at national or international conferences: **at least five** wherein the candidate is a major contributor; **at least two** of these must include serving as chair, discussant, or moderator

- Appointment for a journal in field: ad hoc reviewer; part of a panel of reviewers; editorial board member; editor
- A published monograph (full-length book) can substitute for two journal articles.
- Funded large grant application (e.g., an RO1 federal grant) can substitute for two publications.
- Submission of a large grant application (e.g., an RO1 federal grant) can substitute for one publication.
- Candidates with published monographs and/or large grant applications and/or funding must also have published **at least five** refereed articles or book chapters.
- The above scholarship must be published (or submitted, for the grant) during the candidate's time in rank.

Activity in these additional areas may make a stronger case for promotion:

- Additional scholarly books (monographs, edited essay collections, or textbooks) in field
- Funded grants or contract support for research from federal, state, or private sources
- Awards for scholarly activities from university and regional, national, and international organizations

Service/Administration

Service activities include but are not limited to the following: committee work for the program, school, college, or university; student advising; faculty mentoring; coordinating programs linking student or faculty expertise to opportunities outside the university; and service to the faculty member's discipline through involvement in professional organizations and conferences. Contributions in administrative/leadership roles are considered for promotion to professor.

Service should reflect continued/consistent growth and development, progressing each year under review. For example, short-term committee membership or membership on committees that have little responsibility should be offset with added responsibilities/roles in other committees or evidence of new initiatives on the existing committees. For promotion from associate professor to professor, candidates should have service commitments at the university level and in the larger academic community in national or international organizations.

General categories of service for consideration:

- Program
- School
- College

- University
- Professional organizations (regional, national, or international)
- Administration

General categories of administration for consideration include but are not limited to the following:

- Program chair
- Academic unit head
- Center/institute director
- Assistant/associate dean

Sources of evaluation of administration should include a list of activities and accomplishments while serving in administrative roles, which can be documented through letters, memos, catalog entries, contracts, or other relevant evidence. Candidates should also submit letters from their supervisors outlining and evaluating their performance and contributions to the university.

Threshold criteria for promotion to professor and sources for evaluation:

- Membership on **at least three** committees at the program, school, college, or university levels
 - Letters/emails of appointment/election
- Membership on **at least three** capstone, thesis, or dissertation committees. For graduate faculty affiliated with a graduate program, chair **at least two** master's or doctoral committees. Candidates may document chairing an undergraduate or graduate thesis or doctoral committee in the teaching section.
 - List of students and type of committee with year and committee role (i.e., chair or internal/external member)
- Service involvement in a professional organization for **at least five** years prior to promotion with **at least one** leadership role.
 - List of service activities/organizations/years. (Examples include the following: paper reviewer for professional association conference; conference organizer; committee member; conference panel moderator [note, discussant can be listed under scholarship]; leadership position in professional organization)
 - Thank you letters/emails for service (specific)
 - Published lists of reviewers, committee members, organizers
 - Copies of relevant portions of conference programs

Activity in these additional areas may make a stronger case for promotion:

- Student organization advisor
- Student recruitment/marketing efforts
 - Evidence of meetings or presentations to student groups, developing or coordinating social media campaigns
- Newsletter editor or contributor (for school, college, university, professional, or community organization)
- Community service (volunteer activities, board membership, or service learning activities in courses)
- Appointment to state or federal advisory committees

College of Psychology and Liberal Arts

Proposed Revisions of Faculty Handbook 10/2/18

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FH Appendix 5: Non-Tenure-Track Promotion Guidelines: College of Psychology and Liberal Arts

Reviewed and approved by the Vice President for Academic Affairs, 1/8/2015

Note: added Faculty Review Guidelines and evaluation form, 1/8/15

Note: edited by Chief Operating Officer (formerly titled 'Provost') for title updates: 7/4/11

Note: edited by Provost for currency: 3/31/05

These guidelines provide a basis for judgment in evaluating and rewarding meritorious performance of non-tenure-track teaching faculty in Florida Institute of Technology's College of Psychology and Liberal Arts. Promotion is an acknowledgement of a faculty member's achievements in the areas of teaching/supervision, research/scholarship, and service/administration. Non-tenure-track faculty in the College of Psychology and Liberal Arts will be evaluated in these three categories with an emphasis on their contributions in teaching/supervision and service.

Promotion Procedures

Faculty Handbook (FH) 2.8 Promotion and Tenure Policies and Procedures details the procedures that candidates, academic unit heads, promotion committees, and deans must follow. Collection of documentation for the dossier is the responsibility of the candidate going up for promotion. The dossier must follow the same organization and use the same headings and sub-headings as those that are listed in FH Appendix 1.

Appointment as Assistant Professor

Appointment as a non-tenure-track assistant professor is based on a candidate's potential to teach effectively, contribute service to the program, school, college, and university, and advance scholarly knowledge. Potential is determined typically through the examination of a curriculum vitae, letters of recommendation, an invited interview, and a teaching or research presentation or seminar.

Promotion Eligibility

Associate Professor

A non-tenure-track candidate can be considered for promotion to associate professor in his/her sixth year in rank as an assistant professor. There is no maximum time limit.

Promotion of non-tenure-track candidates to associate professor is based on the fulfillment of potential in teaching/supervision, research/scholarship, and service/administration.

Teaching/supervision performance of high quality is expected of all faculty, and such performance will be evaluated on the basis of current and former student evaluations, peer evaluations, and the demonstration of effective and innovative teaching. Non-tenure-track candidates for promotion must be able to demonstrate superior professional achievement in teaching/supervision and advising. The candidate must provide sufficient documentation to support his/her candidacy for promotion.

Non-tenure-track candidates for promotion must evidence the advancement of scholarly knowledge through scholarship of discovery, which includes publications in pedagogy or the candidate's area of specialization, and scholarship of teaching/pedagogy, which focuses on teaching practice and includes curriculum development and research projects. The "Promotion Criteria" section below details the types of research/scholarship considered for promotion to be submitted for review. The candidate's research/scholarship program is evaluated by the committee and at least two associate or full professors in peer programs or the candidate's area of specialization.

Service/administration is a category that includes a faculty member's contributions to the program, school, college, university, and profession. Qualification in university and professional service is based on letters obtained from administrators, supervisors, and colleagues in those endeavors and other documentation of activity. For faculty members with administrative roles as part of their workload, those contributions are represented within this category.

Professor

A non-tenure-track candidate can be considered for promotion to professor in his/her sixth year in rank as an associate professor. There is no maximum time limit.

Promotion to professor is based on a record of achievement in teaching/supervision, research/scholarship, and service/administration. For non-tenure-track candidates, promotion to professor demonstrates superior quality of teaching, contributions to the academic community, and meritorious service to the program, school, college, university, and profession.

The criterion elements for promotion to professor are the same as those for promotion to associate professor. However, the requirements within these criteria are more extensive for promotion to professor, and letters will be solicited from at least three full professors in peer programs or the candidate's area of specialization.

Promotion Criteria

The three areas in which a non-tenure-track candidate is evaluated for promotion are teaching/supervision, research/scholarship, and service/administration. Each area represents an important measure of a faculty member's performance. As merit in individual areas is evaluated in relation to the candidate's official roles and responsibilities, the weight of the individual categories may vary.

The criteria for promotion are described below. These criteria set minimum thresholds for promotion eligibility and the CoPLA promotion committee will use these criteria in making a promotion

recommendation to the dean. Faculty who meet these criteria may be considered for promotion, but candidates are encouraged to exceed the minimum standards to make a stronger case for promotion. The lists of general categories for consideration and sources for evaluation in the three areas are not all-inclusive, and candidates are encouraged to highlight all relevant contributions in the dossier.

Promotion to Associate Professor

Teaching/Supervision

Non-tenure-track candidates seeking promotion to associate professor must demonstrate a record of achievement in teaching. The candidate's narrative should characterize his/her teaching philosophy and contributions to the program, school, college, and university.

Teaching faculty should demonstrate superior quality of teaching and sustained contributions in teaching and learning. Evidence of professional development in teaching includes established strong performance in teaching and student supervision, a wide range of courses developed and taught, curricular and pedagogical improvement and innovation, advanced professional training, participation in and organization of teaching and learning workshops, and mentoring of peers in best practices in teaching. Candidates should identify courses that they created and/or taught and discuss curriculum development, supervision of graduate and undergraduate students, and advising as well as other types of contributions to teaching/supervision, including the development of pedagogical tools or methods. Candidates should describe their learning goals and outcomes as well as methods of assessment and evaluation.

Supporting evidence includes the following:

- Current course materials appropriate to the candidate's field and focused on student learning outcomes
- Course design and assignments at an appropriate level of student engagement and challenge
- Sample rubrics
- Examples of feedback to students
- Other evidence of student outcomes (awards, graduate school admission, etc.)
- Continued professional development in teaching (workshops, conferences, training, etc.)
- Student Evaluation of Faculty Teaching
- Peer Evaluation of Faculty Teaching
- Student Evaluation of Student Supervision/Training (including Clinical Supervision)
- Formal Recognition of Distinction in Teaching
- External Evaluation of Teaching Effectiveness
- Course Administration/Coordination
- Academic Unit Head's Appraisal of Candidate's Teaching

Student Evaluation of Faculty Teaching

A candidate will submit his/her end of course evaluations for all of his/her courses and/or supervision activities from the past two years and provide a statistical summary for all of his/her courses and/or supervision activities at his/her current rank.

Peer Evaluation of Faculty Teaching

The academic unit head (or designee) is responsible for assigning three senior faculty members to conduct individual peer appraisals of the non-tenure-track candidate's teaching activities. A candidate must have at least three peer appraisals conducted by senior faculty during his/her time at rank of assistant professor before going up for promotion to associate professor. Evaluation of teaching activities may be done by the academic unit head, program chair, or by other senior faculty members who are recognized as excellent teachers. Individuals outside the academic unit may also be enlisted. Scheduling of observations should be arranged with the candidate in advance.

These peer evaluations should, at a minimum, specifically address and provide relevant examples of the candidate's ability to present course content and/or skills to students, integration of topics, structure of the teaching session, and congruence between course goals and accomplishments.

An important part of peer review is the evaluation of instructional materials prepared by the candidate.

General categories for consideration and sources for evaluation:

- Strong teaching/supervision record in classroom/online teaching and research supervision
 - Current student evaluations
 - Former student evaluations
 - Peer evaluations
- Developed and introduced innovative pedagogical techniques
 - Commentary from peers and students
 - Syllabi and representative lesson plans/assignments
- Introduced new courses into the curriculum, developed new academic programs or made significant modifications to existing academic programs at the undergraduate or graduate level, or contributed to development of university assessment measures
 - Syllabi, program descriptions, assessment measures, and commentary from peers and program chairs

Threshold criteria for promotion to associate professor:

- Successful candidates will have the majority of evaluative ratings (two-thirds or more) in the good to excellent categories. Candidates must also demonstrate achievements across the categories listed above.

Research/Scholarship

Non-tenure-track candidates must demonstrate the advancement of scholarly knowledge through scholarship of discovery, which includes publications in pedagogy or the candidate's area of specialization, and scholarship of teaching/pedagogy, which focuses on teaching practice and includes curriculum development and research projects.

Scholarship of discovery demonstrates the advancement of scholarly knowledge in academic and professional communities. Where applicable, the candidate should identify how the research/scholarship is connected and applied to courses and/or thesis supervision. In addition to the demonstration of activity listed below, a characterization of the programmatic quality and overall contribution to pedagogy or the candidate's scholarly field is expected from the candidate's narrative and external references. Where available, formal measures of the candidate's scholarly work (e.g., h-index from Google Scholar, ResearchGate Score, journal impact factor, and Social Sciences Citation Index), published reviews of the candidate's scholarly work, and assessments of the quality and reputation of the journals and/or publishers should also be provided by the candidate and external references. Sources for evaluation include copies of articles and essays, tables of contents, award letters, etc.

Scholarship of teaching/pedagogy includes educational research projects disseminated at professional conferences and/or peer-reviewed publications, publication of textbooks or teaching materials, projects funded by external or internal grants to support instructional activities, and production of instructional videos.

General categories of scholarship for consideration:

- Scholarly books
- Editor of book series or book collection
- Refereed articles (print and online): these must be published in a journal that requires peer-review prior to publication
- Book chapters
- Publications with students as coauthors
- Funded grants or contract support for research from federal, state, or private sources
- Funding from outside agencies or foundations for curriculum development, enhancing teaching laboratories or training of students, etc.

- Awards for scholarly activities from university or regional, national, or international organizations
- Editor or associate/assistant editor of professional journal in field
- Journal editorial board member
- Development of assessment instruments
- Computer software
- Recordings as primary performer or composer
- Published musical compositions
- Development of teaching manual, study guide, workbook, etc.
- Invited presentations at regional, national, or international conferences
- Article- or abstract-reviewed presentations at regional, national, or international conferences
- Invited presenter, clinician, conductor, or performer at regional, national, or international venues
- Conference presentations with students as coauthors
- Served as session organizer/chair at regional, national, or international conferences
- Membership and activities in professional educational organizations or professional groups
- Non-refereed publications and public scholarship
- Reviewer of books or journal articles

Threshold criteria for promotion to associate professor:

- Refereed articles or book chapters: **at least two** wherein the candidate is a major contributor. With multiple-authored texts, candidates should represent their levels of contribution and indicate the significance, if any, of their positions in the author lists.
- Article- or abstract-reviewed presentations at regional, national, or international conferences: **at least two** wherein the candidate is a major contributor
- A published monograph (full-length book) can substitute for two journal articles.
- Funded large grant application (e.g., an RO1 federal grant) can substitute for one publication.
- Candidates with published monographs and/or large grant applications must also have published **at least one** refereed article or book chapter.

- The above scholarship must be published (or submitted, for the grant) during the candidate's time in rank. However, candidates may represent their entire bodies of work as relevant to demonstrating the establishment and sustainment of scholarship of discovery and teaching/pedagogy.

Activity in these additional areas may make a stronger case for promotion:

- Additional scholarly books (monographs, edited essay collections, or textbooks)
- Funded grants or contract support for research from federal, state, or private sources
- Submission of a grant application
- Awards for scholarly activities from university or regional, national, or international organizations

Service/Administration

Service activities include but are not limited to the following: committee work for the program, school, college, or university; student advising; faculty mentoring; coordinating programs linking student or faculty expertise to opportunities outside the university; and service to the faculty member's discipline through involvement in professional organizations and conferences.

Service should reflect continued/consistent growth and development, progressing each year under review. For example, short-term committee membership or membership on committees that have little responsibility should be offset with added responsibilities/roles in other committees or evidence of new initiatives on the existing committees.

General categories of service for consideration:

- Program
- School
- College
- University
- Professional Organizations (regional, national, or international)

General categories of administration for consideration include but are not limited to the following:

- Program chair
- Academic unit head
- Center/institute director

- Assistant/associate dean

Sources of evaluation of administration should include a list of activities and accomplishments while serving in administrative roles, which can be documented through letters, memos, catalog entries, contracts, or other relevant evidence. Candidates should also submit letters from their supervisors outlining and evaluating their performance and contributions to the university.

Threshold criteria for promotion to associate professor and sources for evaluation:

- Membership on **at least two** committees at the program, school, college, or university levels
 - Letters/emails of appointment/election
- Membership on **at least two** capstone, thesis, or dissertation committees. Candidates may document chairing an undergraduate or graduate thesis or doctoral committee in the teaching section.
 - List of students and type of committee with year and committee role (i.e., chair or internal/external member)
- Service involvement in a professional organization for **at least three** years prior to promotion.
 - List of service activities/organizations/years. (Examples include the following: paper reviewer for professional association conference; conference organizer; committee member; conference panel moderator [note, discussant can be listed under scholarship]; leadership position in professional organization)
 - Thank you letters/emails for service (specific)
 - Published lists of reviewers, committee members, or organizers
 - Copies of relevant portions of conference programs

Activity in these additional areas may make a stronger case for promotion:

- Student organization advisor
- Student recruitment/marketing efforts
 - Evidence of meetings or presentations to student groups, developing or coordinating social media campaigns
- Newsletter editor or contributor (for school, college, university, professional, or community organization)
- Community service (volunteer activities, board membership, or service learning activities in courses)

- Appointment to state or federal advisory committees

Promotion to Professor

Teaching/Supervision

Non-tenure-track candidates seeking promotion to professor must demonstrate a record of achievement in teaching. The candidate's narrative should characterize his/her teaching philosophy and contributions to the program, school, college, and university.

Teaching faculty should demonstrate superior quality of teaching and sustained contributions in teaching and learning. Evidence of professional development and growth in teaching includes established strong performance in teaching/supervision, a wide range of courses developed and taught, curricular and pedagogical improvement and innovation, advanced professional training, participation in and organization of teaching and learning workshops, and mentoring of peers in best practices in teaching. Candidates should identify courses that they created and/or taught and discuss curriculum development, supervision of graduate and undergraduate students, and advising as well as other types of contributions to teaching, including the development of pedagogical tools or methods. Candidates should describe their learning goals and outcomes as well as methods of assessment and evaluation.

Supporting evidence includes the following:

- Current course materials appropriate to the candidate's field and focused on student learning outcomes
- Course design and assignments at an appropriate level of student engagement and challenge
- Sample rubrics
- Examples of feedback to students
- Other evidence of student outcomes (awards, graduate school admission, etc.)
- Continued professional development in teaching (workshops, conferences, training, etc.)
- Student Evaluation of Faculty Teaching
- Peer Evaluation of Faculty Teaching
- Student Evaluation of Student Supervision/Training (including Clinical Supervision)
- Formal Recognition of Distinction in Teaching
- External Evaluation of Teaching Effectiveness
- Course Administration/Coordination
- Academic Unit Head's Appraisal of Candidate's Teaching

Student Evaluation of Faculty Teaching

A candidate will submit his/her end of course evaluations for all of his/her courses and/or supervision activities from the past two years and provide a statistical summary for all of his/her courses and/or supervision activities at his/her current rank.

Peer Evaluation of Faculty Teaching

The academic unit head (or designee) is responsible for assigning three senior faculty members to conduct individual peer appraisals of the non-tenure-track candidate's teaching activities. A candidate must have at least three peer appraisals conducted by senior faculty during his/her time at rank of associate professor before going up for promotion to professor. Evaluation of teaching activities may be done by the academic unit head, program chair, or by other senior faculty members who are recognized as excellent teachers. Individuals outside the academic unit may also be enlisted. Scheduling of observations should be arranged with the candidate in advance.

These peer evaluations should, at a minimum, specifically address and provide relevant examples of the candidate's ability to present course content and/or skills to students, integration of topics, structure of the teaching session, and congruence between course goals and accomplishments.

An important part of peer review is the evaluation of instructional materials prepared by the candidate.

General categories for consideration and sources for evaluation:

- Strong teaching/supervision record in classroom/online teaching and research supervision
 - Current student evaluations
 - Former student evaluations
 - Peer evaluations
- Developed and introduced innovative pedagogical techniques
 - Commentary from peers and students
 - Syllabi and representative lesson plans/assignments
- Introduced new courses into the curriculum, developed new academic programs or made significant modifications to existing academic programs at the undergraduate or graduate level, or contributed to development of university assessment measures
 - Syllabi, program descriptions, assessment measures, and commentary from peers and program chairs

Threshold criteria for promotion to professor:

- Successful candidates will have the majority of evaluative ratings (two-thirds or more) in the good to excellent categories. Candidates must also demonstrate achievements across the categories listed above. It is expected that associate professors have made significant contributions to their programs and professions at this stage in their careers.

Research/Scholarship

Non-tenure-track candidates must demonstrate the advancement of scholarly knowledge through scholarship of discovery, which includes publications in pedagogy or the candidate's area of specialization, and scholarship of teaching/pedagogy, which focuses on teaching practice and includes curriculum development and research projects.

Scholarship of discovery demonstrates the advancement of scholarly knowledge in academic and professional communities. Where applicable, the candidate should identify how the research/scholarship is connected and applied to courses and/or thesis supervision. In addition to the demonstration of activity listed below, a characterization of the programmatic quality and overall contribution to pedagogy or the candidate's scholarly field is expected from the candidate's narrative and external references. Where available, formal measures of the candidate's scholarly work (e.g., h-index from Google Scholar, ResearchGate Score, journal impact factor, and Social Sciences Citation Index), published reviews of the candidate's scholarly work, and assessments of the quality and reputation of the journals and/or publishers should also be provided by the candidate and external references. Sources for evaluation include copies of articles and essays, tables of contents, award letters, etc.

Scholarship of teaching/pedagogy includes educational research projects disseminated at professional conferences and/or peer-reviewed publications, publication of textbooks or teaching materials, projects funded by external or internal grants to support instructional activities, and production of instructional videos.

General categories of scholarship for consideration:

- Scholarly books
- Editor of book series or book collection
- Refereed articles (print and online): these must be published in a journal that requires peer-review prior to publication
- Book chapters
- Publications with students as coauthors
- Funded grants or contract support for research from federal, state, or private sources
- Funding from outside agencies or foundations for curriculum development, enhancing teaching laboratories or training of students, etc.
- Awards for scholarly activities from university or regional, national, or international organizations
- Editor or associate/assistant editor of professional journal in field
- Journal editorial board member

- Development of assessment instruments
- Computer software
- Recordings as primary performer or composer
- Published musical compositions
- Development of teaching manual, study guide, workbook, etc.
- Invited presentations at regional, national, or international conferences
- Article- or abstract-reviewed presentations at regional, national, or international conferences
- Invited presenter, clinician, conductor, or performer at regional, national, or international venues
- Conference presentations with students as coauthors
- Served as session organizer/chair at regional, national, or international conferences
- Membership and activities in professional educational organizations or professional groups
- Non-refereed publications and public scholarship
- Reviewer of books or journal articles

Threshold criteria for promotion to professor:

- Refereed articles or book chapters: **at least four** wherein the candidate is a major contributor. With multiple-authored texts, candidates should represent their levels of contribution and indicate the significance, if any, of their positions in the author lists.
- Article- or abstract-reviewed presentations at regional, national, or international conferences: **at least three** wherein the candidate is a major contributor.
- A published monograph (full-length book) can substitute for two journal articles.
- Funded large grant application (e.g., an RO1 federal grant) can substitute for one publication.
- Candidates with published monographs and/or large grant applications and/or funding must also have published **at least two** refereed articles or book chapters.
- The above scholarship must be published (or submitted, for the grant) during the candidate's time in rank.

Activity in these additional areas may make a stronger case for promotion:

- Additional scholarly books (monographs, edited essay collections, or textbooks)

- Funded grants or contract support for research from federal, state, or private sources
- Submission of a grant application
- Awards for scholarly activities from university and regional, national, and international organizations

Service/Administration

Service activities include but are not limited to the following: committee work for the program, school, college, or university; student advising; faculty mentoring; coordinating programs linking student or faculty expertise to opportunities outside the university; and service to the faculty member's discipline through involvement in professional organizations and conferences.

Service should reflect continued/consistent growth and development, progressing each year under review. For example, short-term committee membership or membership on committees that have little responsibility should be offset with added responsibilities/roles in other committees or evidence of new initiatives on the existing committees. For promotion from associate professor to professor, candidates should have service commitments at the university level and in the larger academic community in national or international organizations.

General categories of service for consideration:

- Program
- School
- College
- University
- Professional organizations (regional, national, or international)
- Administration

General categories of administration for consideration include but are not limited to the following:

- Program chair
- Academic unit head
- Center/institute director
- Assistant/associate dean

Sources of evaluation of administration should include a list of activities and accomplishments while serving in administrative roles, which can be documented through letters, memos, catalog entries,

contracts, or other relevant evidence. Candidates should also submit letters from their supervisors outlining and evaluating their performance and contributions to the university.

Threshold criteria for promotion to professor and sources for evaluation:

- Membership on **at least three** committees at the program, school, college, or university levels
 - Letters/emails of appointment/election
- Membership on at least **three** capstone, thesis, or dissertation committees. Candidates may document chairing an undergraduate or graduate thesis or doctoral committee in the teaching section.
 - List of students and type of committee with year and committee role (i.e., chair or internal/external member)
- Service involvement in a professional organization for **at least four** years prior to promotion with **at least one** leadership role.
 - List of service activities/organizations/years. (Examples include the following: paper reviewer for professional association conference; conference organizer; committee member; conference panel moderator [note, discussant can be listed under scholarship]; leadership position in professional organization)
 - Thank you letters/emails for service (specific)
 - Published lists of reviewers, committee members, organizers
 - Copies of relevant portions of conference programs

Activity in these additional areas may make a stronger case for promotion:

- Student organization advisor
- Student recruitment/marketing efforts
 - Evidence of meetings or presentations to student groups, developing or coordinating social media campaigns
- Newsletter editor or contributor (for school, college, university, professional, or community organization)
- Community service (volunteer activities, board membership, or service learning activities in courses)
- Appointment to state or federal advisory committees

Clinical Faculty – Non Tenure Track
College of Psychology & Liberal Arts
October2018

Clinical Faculty is an academic appointment made to a member of a profession who is affiliated with a non-academic university unit and engages in practical instruction of professional students. Clinical faculty make substantial contributions to university programs through their expertise, interest, and motivation to work with the faculty in preparing and assisting with the instruction and supervision of students in practicum settings. Clinical faculty generally serve as professional staff with added responsibilities of student training, research, and university service.

Clinical Assistant Professor

The rank of Clinical Assistant Professor is associated with the following competencies and expectations:

- a. Hold a doctoral degree in the faculty member's field, including appropriate certification or licensure or demonstrated eligibility within one year of appointment, and have at least five years of graduate-level clinical or equivalent professional experience.
- b. Demonstrate expertise in the discipline sufficient to provide basic clinical services and supervision.
- c. Demonstrate excellence in clinical, including administrative (if applicable), abilities as appropriate to needs of the department.
- d. Advance scholarly knowledge such as through refereed articles and presenting as an invited clinician at regional/national/international venues.
- e. Contribute to the department, school, college, university and regional/national/international organizations through service/administration.

Clinical Associate Professor

The rank of Clinical Associate Professor is associated with the following competencies and expectations:

- a. Hold a doctoral degree in the faculty member's field, including appropriate certification or licensure, have at least six years of successful clinical experience as a Clinical Assistant Professor.
- b. Demonstrate sustained excellence in clinical abilities. Such evidence may include, but is not limited to, evaluations that demonstrate:
 - Provision of high-quality patient care
 - High level of competence in a clinical specialty
 - Expanded breadth of clinical responsibilities
 - Significant participation in the activities of clinical and/or professional groups, including leading professional workshops
 - Reputation as an outstanding health-care provider
 - Effective development, expansion, or administration of a clinical service

- Recognition or certification by a professional group
- c. Advance scholarly knowledge such as through refereed articles and presenting as an invited clinician at regional/national/international venues.
- d. Contribute to the department, school, college, university and regional/national/international organizations through service/administration.

Clinical Professor

The rank of Clinical Professor is associated with the following competencies and expectations:

- a. Hold a doctoral degree in the faculty member's field, including appropriate certification or licensure, have six years of successful clinical experience as a Clinical Associate Professor.
- b. Demonstrate sustained excellence in clinical abilities. Such evidence may include, but is not limited to, evaluations that demonstrate:
 - Provision of high-quality patient care
 - High level of competence in a clinical specialty
 - Expanded breadth of clinical responsibilities
 - Significant participation in the activities of clinical and/or professional groups, including leading professional workshops
 - Reputation as an outstanding health-care provider
 - Effective development, expansion or administration of a clinical service
 - Recognition or certification by a professional group
- c. Advance scholarly knowledge such as through refereed articles and presenting as an invited clinician at regional/national/international venues.
- d. Service/administration contributions such as service to the department, school, college, university and regional/national/international organizations.

Clinical Faculty Promotion Criteria

These guidelines provide a basis for judgment in evaluating and rewarding meritorious performance of clinical faculty in Florida Institute of Technology's College of Psychology and Liberal Arts. Promotion is an acknowledgement of a faculty member's achievements in the areas of teaching/supervision, research/scholarship, and service/administration. Clinical faculty in the College of Psychology and Liberal Arts will be evaluated in these three categories with an emphasis on their contributions in clinical service and student supervision.

Promotion Procedures

Faculty Handbook (FH) 2.8 Promotion and Tenure Policies and Procedures details the procedures that candidates, academic unit heads, promotion committees, and deans must follow. Collection of documentation for the dossier is the responsibility of the candidate going up for promotion. The dossier must follow the same organization and use the same headings and sub-headings as those that are listed in FH Appendix 1.

Promotion Eligibility

Appointment as Clinical Assistant Professor

Appointment as a clinical assistant professor will be based on a candidate's potential to provide clinical service effectively and to advance scholarly knowledge. Potential will be determined typically through the examination of an academic curriculum vitae, letters of recommendation, and an invited interview.

Clinical Associate Professor

A candidate can be considered for promotion to clinical associate professor in his/her sixth year in rank as a clinical assistant professor. There is no maximum time limit.

Promotion of candidates to clinical associate professor is not automatic; it is based on the fulfillment of potential in effective clinical service/supervision, research/scholarship, and service/administration.

Clinical service/supervision performance of high quality will be expected of all clinical faculty, and such performance will be judged on the basis of current and former student evaluations. Peer evaluation of clinical service and supervision of undergraduate and graduate research and practicum can supplement student evaluations. In the absence of an adequate, universal metric to evaluate clinical service/supervision performance, the candidate must provide sufficient documentation to support his/her candidacy for promotion. A candidate will submit his/her end of course evaluations for all of his/her clinical service and/or supervision activities for at least the previous two years and/or statistical summaries for the clinical service/supervision units.

Research/scholarship qualifications will be judged on the basis of an active and meaningful program of research. The "Promotion Criteria" section below details the types of research/scholarship considered for promotion and to be submitted for review. The candidate's research/scholarship program will be evaluated by the committee and at least two external reviewers.

Service/administration is a category that includes a clinical faculty member's contributions to the clinical unit, department, school, college, university, and regional/national/international organizations.

Qualification in university and professional service will be based on letters obtained from administrators, supervisors and colleagues in those endeavors and other documentation of activity. Performance in service activities must rise above the norm to be considered meritorious. For clinical faculty members with administrative roles as part of their workload, those contributions are represented within this category.

Clinical Professor

A candidate can be considered for promotion to clinical professor in his/her sixth year in rank as a clinical associate professor. There is no maximum time limit.

Promotion to professor will be based on the establishment of a university-wide and national reputation for excellence in clinical work and related scholarship and significant contributions to the teaching and service mission of the unit.

The criterion elements for promotion to professor will be the same as those for promotion to associate professor. However, the requirements within these criteria will be more extensive for promotion to professor, and letters will be solicited from at least three full professors with strong reputations in the candidate's area(s) of specialization.

Promotion Criteria

The three areas in which a clinical faculty candidate is evaluated for promotion are clinical service/supervision, research/scholarship, and service/administration. Each area represents an important measure of a clinical faculty member's performance. As merit in individual areas is evaluated

in relation to the candidate's official roles and responsibilities, the weight of the individual categories may vary.

The criteria for promotion are described below. These criteria set minimum thresholds for promotion eligibility and the CoPLA promotion committee will use these criteria in making a promotion recommendation to the dean. Faculty who meet these criteria may be considered for promotion, but candidates are encouraged to exceed the minimum standards to make a stronger case for promotion. The lists of general categories for consideration and sources for evaluation in the three areas are not all-inclusive, and candidates are encouraged to highlight all relevant contributions in the dossier.

Promotion to Clinical Associate Professor

Clinical Service/Supervision

Clinical faculty candidates seeking promotion to clinical associate professor must demonstrate a record of achievement in clinical service and student training, and articulate a compelling clinical agenda. The candidate's narrative should characterize his/her training philosophy and contributions to the unit.

General categories for consideration and sources for evaluation:

- Strong clinical service/supervision record in clinics/in vivo training, clinical supervision and research supervision
 - Current student evaluations
 - Former student evaluations
 - Peer evaluations
- Developed and introduced innovative pedagogical techniques
 - Commentary from peers and students
 - Training plans/clinical service and research projects
- Introduced new clinical services, developed new clinical programs or made significant modifications to existing clinical programs at the service organization.
 - Clinical protocols, research protocols, clinical service program descriptions, assessment measures and commentary from peers and program chairs/supervisors
- Received funding from outside agencies or foundations for clinical service development, enhancing training of students, etc.
 - Documentation of awards
- Published or made significant contributions to textbooks in his/her field or published articles/essays on pedagogy
 - Excerpts from textbooks
 - Articles/essays
- Development of teaching manual, study guide, workbook, etc.

Threshold criteria for promotion to clinical associate professor:

It is expected that clinical assistant professors have at least 2/3 of their clinical service and/or supervision in the previous two years rated "good" or higher to be eligible for promotion to clinical

associate professor. Clinical assistant professors will also demonstrate achievements across the categories listed above.

Research/Scholarship

Clinical faculty are expected to contribute to the advancement of scholarly knowledge within their field. General categories of scholarship for consideration:

- Refereed articles (print and online)
- Book chapters
- Presentations/publications with students as coauthors
- Editor of book series or collected works
- Scholarly books in field
- Received grants and/or contract support for research from federal, state or private sources
- Received awards for scholarly activities from university or regional, national or international organizations
- Editor or associate/assistant editor of professional journal in field
- Journal editorial board member
- Development of assessment instruments
- Article- or abstract-reviewed presentations at regional/national/international meetings
- Invited presenter, clinician, at regional/national/international venues
- Non-refereed publications
- Reviewer for books or journal articles
- Served as session organizer/chair at regional/national/international society meetings

Expectations for threshold performance during the previous five years:

- **At least three** refereed articles, book chapters or article- or abstract-reviewed presentations at regional, national or international conferences: wherein the candidate is major contributor. With multiple-authored texts, candidates should represent their levels of contribution and indicate the significance, if any, of their positions in the author lists.

Activity in these additional areas may make a stronger case for promotion:

- Scholarly books in field
- Received grants and/or contract support for research from federal, state or private sources
- Received awards for scholarly activities from university or regional, national or international organizations
- Editorial board member or editor for professional journal in field

Service/Administration

Clinical faculty members are expected to serve their unit, program, school, college, university and professional organizations. Sources for evaluation will be letters of appointment and recognition and copies of organizations' conference programs/mailings. Candidates with administrative roles are

required to submit letters from their supervisors evaluating their performance and contributions to the university.

Service should reflect continued/consistent growth and development, progressing each year under review. For example, short-term committee membership or membership on committees that have little responsibility should be offset with added responsibilities/roles in clinical program improvement or development.

General categories of service for consideration:

- Served as faculty representative (advisor) to student clubs, societies and organizations
- Thesis/dissertation committee membership (non-chair)
- Professional society service (e.g., board of directors, planning committees and website/newsletter editor)
- Community service (e.g., board of directors for charitable groups, advisor for schools and involvement in charitable organizations)
- Service to the college and university

General categories of administration for consideration:

- Clinical service program development
- Pursuit of applied contracts
- Developing strategic partnerships
- Strategic planning and operations
- Client relationship management
- Program development internal to FIT (seminars, workshops, etc.)
- Development of policies and procedures

Expectations for threshold performance during the previous five years:

It is expected that assistant professors will have service commitments at the department, college and university levels to be eligible for promotion to associate professor.

Promotion to Clinical Professor

Clinical Service/Supervision

Candidates seeking promotion to clinical professor must demonstrate a record of achievement in clinical service and supervision. The candidate's narrative should characterize his/her training and service philosophy and contributions to the unit.

General categories for consideration and sources for evaluation:

- Strong clinical service/supervision record in clinics/in vivo training, clinical supervision and research supervision
 - Current student evaluations
 - Former student evaluations
 - Peer evaluations

- Developed and introduced innovative pedagogical techniques
 - Commentary from peers and students
 - Training plans/clinical service and research projects
- Introduced new clinical services into the program, developed new clinical programs or made significant modifications to existing clinical programs at the service organization.
 - Clinical protocols, research protocols, clinical service program descriptions, assessment measures and commentary from peers and program chairs/supervisors
- Received funding from outside agencies or foundations for clinical service development, enhancing training of students, etc.
 - Documentation of awards
- Published or made significant contributions to textbooks in his/her field or published articles/essays on pedagogy
 - Excerpts from textbooks
 - Articles/essays
- Development of teaching manual, study guide, workbook, etc.

Expectations for threshold performance:

It is expected that clinical associate professors have at least 2/3 of their clinical service and/or supervision in the previous two years rated “good” or higher to be eligible for promotion to clinical professor. It is also expected that clinical associate professors have made significant contributions to their clinical unit at this stage in their careers.

Research/Scholarship

Clinical faculty are expected to contribute to the advancement of scholarly knowledge within their field. General categories of scholarship for consideration:

- Refereed articles (print and online)
- Book chapters
- Article- or abstract-reviewed presentations at regional/national/international meetings
- Presentations/publications with students as coauthors
- Scholarly books in field
- Editor of book series or collected works
- Received grants and/or contract support for research from federal, state or private sources
- Received awards for scholarly activities from university or regional, national or international organizations
- Editor or associate/assistant editor of professional journal in field
- Journal editorial board member
- Development of assessment instruments
- Invited clinician at regional/national/international venues

- Non-refereed publications
- Reviewer for books or journal articles
- Served as session organizer/chair at regional/national/international society meetings

It is expected that clinical associate professors will solidify their scholarly programs during their minimum five years in rank. Promotion to clinical professor will emphasize not only documentation of individual categories of evaluation but also an active and vigorous research agenda and output. Hence, in addition to the demonstration of activity listed below, a characterization of the programmatic quality and overall contribution to the scholarly field is expected from external references.

Expectations for threshold performance during the previous five years:

- Refereed articles or book chapters: **at least four** wherein the candidate is major contributor, published in high-quality journals or books as evaluated by the committee and external reviewers. With multiple-authored texts, candidates should represent their levels of contribution and indicate the significance, if any, of their positions in the author lists.
- Article- or abstract-reviewed presentations at national and/or international conferences: **at least three** wherein the candidate is major contributor.
- A published book can substitute for three journal articles.

Activity in these additional areas may make a stronger case for promotion:

- Received grants and/or contract support for research from federal, state or private sources.
- Received awards for scholarly activities from university or regional, national or international organizations.

Service/Administration

Clinical faculty members are expected to serve their unit, program, school, college, university and professional organizations. Sources for evaluation will be letters of appointment and recognition and copies of organizations' conference programs/mailings. Candidates with administrative roles are required to submit letters from their supervisors evaluating their performance and contributions to the university.

Service should reflect continued/consistent growth and development, progressing each year under review. For example, short-term committee membership or membership on committees that have little responsibility should be offset with added responsibilities/roles in clinical program improvement or development.

General categories of service for consideration:

- Served as faculty representative (advisor) to student clubs, societies and organizations
- Thesis/dissertation committee membership (non-chair)
- Professional society service (e.g., board of directors, planning committees and website/newsletter editor)
- Community service (e.g., board of directors for charitable groups, advisor for schools and involvement in charitable organizations)
- Service to the college and university

General categories of administration for consideration:

- Clinical service program development
- Pursuit of applied contracts
- Developing strategic partnerships
- Strategic planning and operations
- Client relationship management
- Program development internal to FIT (seminars, workshops, etc.)
- Development of policies and procedures

Expectations for threshold performance per year during the previous five years:

It is expected that clinical associate professors will have distinguished themselves in their unit through service and administrative contributions. Service to the larger academic community in national and international organizations is also required to be eligible for promotion to clinical professor.